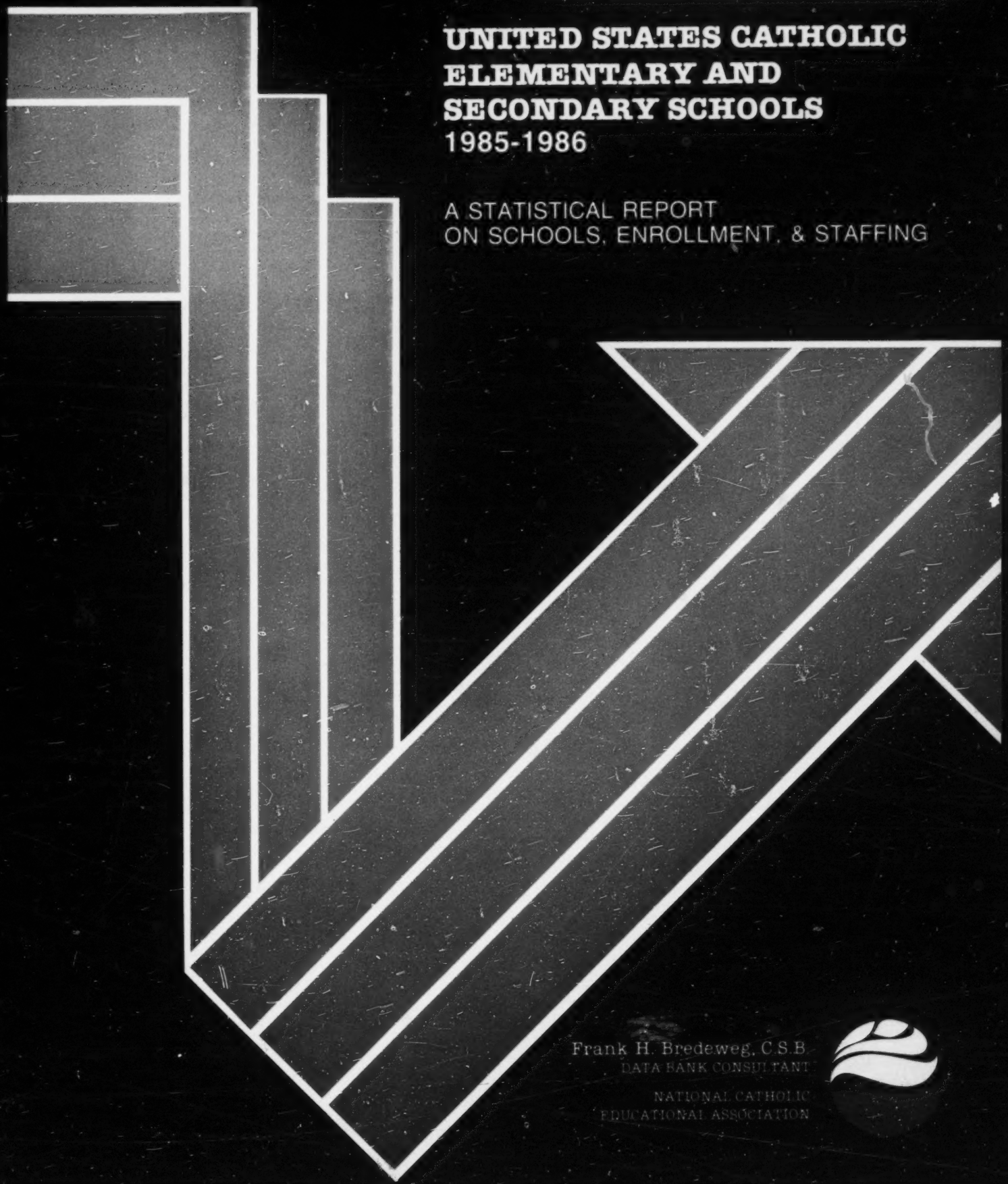
A7375-14 7/86

UNITED STATES CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS 1985-1986

A STATISTICAL REPORT
ON SCHOOLS, ENROLLMENT, & STAFFING



Frank H. Bredeweg, C.S.B.
DATA BANK CONSULTANT
NATIONAL CATHOLIC
EDUCATIONAL ASSOCIATION

©1986 National Catholic Educational Association
Suite 100, 1077 30th Street, N.W.
Washington, D.C. 20007
(202) 337-6232

UNITED STATES CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS 1985-1986

A STATISTICAL REPORT
ON SCHOOLS, ENROLLMENT, & STAFFING

Frank H. Bredeweg, C.S.B.
DATA BANK CONSULTANT

NATIONAL CATHOLIC
EDUCATIONAL ASSOCIATION

INTRODUCTION

Every year since the 1969-1970 school year, the National Catholic Educational Association (NCEA) has published a statistical report on Catholic Elementary and Secondary Schools in the United States. Extensive data on these schools and other private schools did not exist prior to that time. This data was needed to understand this significant educational sector, to discuss potential forms of federal and state aid, to inform the discussion occurring on other educational policy issues, and to encourage improved local management. With the assistance of the Carnegie Corporation of New York and the United States Office of Education, a data base on Catholic schools was established and remains available in the annual publications of the NCEA through 1974-1975.

Beginning with 1975, the NCEA and the Curriculum Information Center, Incorporated, published a report and directory of Catholic Schools. This publication is now produced in cooperation with Fisher Publishing Company of Englewood, Colorado, and Market Data Retrieval of Westport, Connecticut.

Readers will find this year's Data Bank publication contains the core school, enrollment, and staffing data of the NCEA historical file. In addition, a special feature of this report is the data on minority and non-Catholic enrollment. The minority statistics are especially interesting since they continue to document the significant contribution Catholic schools are making to the educational needs of various minority groups in urban areas in the United States. This is a long and often overlooked tradition of which all Catholic educators can be proud. The many stereotypes that are often suggested regarding the composition and clientele of Catholic schools must be examined in the light of these data. As in the past, where information is available, comparisons are made with other private schools as well as the public sector.

Information from this report is gathered from 169 archdiocesan and diocesan offices. Sometimes assistance is provided by state Catholic conferences. To these administrators and their staffs, a well deserved word of appreciation is offered.

Gratitude must also be expressed to Mary Mahar of Fisher Publishing Company and the staff of Market Data Retrieval for their assistance. A special word of thanks must also go to the Reverend Frank Bredeweg, C.S.B., for his analysis of the data. His patience and precision is appreciated. Finally, our thanks to Bruno Manno, who has served as the director of the NCEA Data Bank for the past six years.

Interested parties who want to further analyze Catholic elementary and secondary data should write to the NCEA Publications Office for information on other research publications.

Rhoda Goldstein
Vice President for Financial Affairs
National Catholic Educational Association

April 1986

HIGHLIGHTS

...The number of elementary school-age children began to increase again during the current 1985-86 school year,

...private education represents a higher percentage of elementary and secondary enrollment in the 1980's than it did in the 1970's... about 12.6% in 1983-84,

...according to a 1984 study by the National Center for Education Statistics, private education appears to represent an increasing share of the American educational effort at the elementary levels,

...Catholic elementary and secondary schools today constitute a far smaller share of private education than they did in the 1960's, and may be fast approaching a 50-50 partnership with non-Catholic private education,

...according to education studies, policy analysts cannot ignore the growth of private schooling, or the significance of minority enrollments in urban Catholic schools,

...in 1985-86, there are 7,811 Catholic elementary schools and 1,434 secondary schools in the US., 95 fewer schools than in 1984-85,

...in 1985-86, enrollment in Catholic elementary and secondary schools declined about 81,000 students, 2.8% to 2,821,000,

...the percentage of non-Catholics in Catholic schools increased to 11.1% in 1983-84,

...the percentages of enrollment by grade level reflect a stable pattern in both elementary and secondary schools,

...the numbers and percentages of minority students in Catholic schools still exceed one-fifth of the total enrollment,

...the 1985-86 full-time faculty in Catholic elementary and secondary schools decreased 3,294 teachers to about 146,600,

...the 1985-86 national pupil/teacher ratio declined to 21.3/1 on the elementary level, and to 15.2/1 on the secondary level.

UNITED STATES CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS 1985-86

Frank H. Bredeweg, C.S.B.

Before discussing Catholic schools in the United States during 1985-86, something should be said of the students who today come to both private and public educators. No matter how professionally educators prepare themselves and their classes, or provide the finest facilities, or spend unlimited hours at their responsibilities, little education will take place if the student cannot receive the message or learn in that medium. It is important to inquire about the context and the climate affecting today's elementary and secondary students.

The world of the 5-18 year old varies from person to person, but current demographic studies tell us that certain dynamics are especially influential. An increasing number of the elementary and secondary pupils coming to us live in poverty, are physically or mentally handicapped, have divorced parents by their 18th birthday, are "latch-key" kids coming home to an empty house, have poorly educated parents, or speak another language. The traditional model of a working father and housewife mother with two children of school age represents only 7% of U.S. households in 1985. In short, many young people will be "at risk" educationally from one or several factors from an early point in their formal schooling.

These demographic studies also tell us that 1983 marked the first time in our history that there were more people over 65 than there were teen-agers, and this will be true for the lifetime of anyone reading this. The Baby Boom population bulge, the 70 million born between 1946 and 1964 reflects people in their 30's and early 40's during the 1980 decade. They will be followed by a much smaller group, now working its way through high school and college. For at least the next decade, 18-26 year olds will become scarce. As for location, most agree that the northeast and midwest have been losing population to the southeast and the southwest, but now it appears that the northeast and midwest are retaining their population. Racial demographics are also important. Each of the nation's 24 largest city school systems has a "minority majority." Two-thirds of all the immigrants in the world are those entering the United States. In general these immigrant groups want to maintain much of their culture, in contrast to the "melting pot" analogy.

The point of all this is that, while educators are constantly faced with conserving what has been proven to be fundamental and sound, they must continue to deal with the reality of change and the necessity of adjusting for differences. The task of integrating religious, social, and cultural values may well be at its most challenging stage for both public and private education. Some private school educators may feel that their students need not fear the influences cited by demographers, but complacency could prove very costly to the children entrusted to their care.

Before studying Catholic schools as a separate entity, it may be helpful to reflect upon a few general conditions that affect all schools. For example, both private and public schools are influenced by the number of school-age children, now and in the future. Both are affected by the proportion of private to public school enrollments, especially in certain sections of the country. It is likewise important to understand private education as an independent sector.

U.S. Population Trends

Current population trends are important to both public and private schools. The birth rate (births per one thousand persons) has risen slightly in recent years but remains far below former levels. Since the population is greater, the number of births is again increasing. Today's lower birth rate produces the most total births since the 1960 period.

Reported	Population	Births	Birth Rate
1955....	165,900,000	4,128,000	24.9
1960....	180,700,000	4,307,000	23.8
1965....	194,300,000	3,801,000	19.6
1970....	204,900,000	3,739,000	18.2
1975....	213,600,000	3,144,000	14.7
1979....	220,600,000	3,468,000	15.7
Projected			
1985....	232,900,000	4,008,000	16.8
1990....	243,500,000	3,868,000	15.6
1995....	252,700,000	3,676,000	14.3

These statistics from the U.S. Dept. of Commerce, Bureau of Census, indicate a high-point 4,008,000 births in 1985. Then there is a decline to 3,868,000 in 1990 and 3,676,000 in 1995, as the birthrate lowers.

School-Age Population

Both public and private education are affected by the decline in the number of school-age children. The following data and projections are supplied by the National Center for Education Statistics (NCES):

	Ages of Students			Total
Reported	5-6	7-13	14-17	Students
1970....	7,703,000	28,969,000	15,924,000	52,596,000
1975....	7,014,000	26,905,000	17,128,000	51,047,000
1980....	6,293,000	24,787,000	16,139,000	47,219,000
Projected				
1985....	6,950,000	22,704,000	14,731,000	44,385,000
1986....	7,191,000	22,731,000	14,587,000	44,509,000
1987....	7,278,000	23,080,000	14,236,000	44,594,000
1988....	7,373,000	23,580,000	13,662,000	44,615,000
1989....	7,465,000	24,058,000	13,160,000	44,683,000
1990....	7,558,000	24,631,000	12,950,000	45,139,000
1991....	7,633,000	25,145,000	12,964,000	45,742,000
1992....	7,690,000	25,710,000	13,087,000	46,487,000

Source: Projection of Education Statistics to 1992-93, p. 35.

The number of elementary school-age children is increasing once again, beginning with the current 1985-86 school year. On the secondary level, the number of school-age children (14-7) will not stop declining until the 1991-92 school year, when the elementary trends have affected it.

Public and Private School Relationships

The role of private schools as the minority partner in American elementary and secondary education cannot be precisely defined, but enrollment statistics verify that this role is a significant one. The following NCES figures compare public and private school enrollments:

	Total	Public		Private	
Reported	Enrollment	Pupils	%	Pupils	%
1970....	51,272,000	45,909,000	89.5	5,363,000	10.5
1975....	49,791,000	44,791,000	90.0	5,000,000	10.0
1980....	45,949,000	40,987,000	89.2	4,962,000	10.8
Projected					
1985....	43,977,000	38,977,000	88.6	5,000,000	11.4
1986....	44,175,000	39,075,000	88.5	5,100,000	11.5
1987....	44,173,000	39,173,000	88.7	5,000,000	11.3
1988....	44,344,000	39,244,000	88.5	5,100,000	11.5
1989....	44,644,000	39,444,000	88.4	5,200,000	11.6
1990....	45,069,000	39,869,000	88.5	5,200,000	11.5
1991....	45,641,000	40,441,000	88.6	5,200,000	11.4
1992....	46,378,000	41,078,000	88.6	5,300,000	11.4

Source: Projections of Education Statistics to 1992-93, p.44. According to December 1984 data released by NCES, the private sector grew to 12.6% of all students in 1983, already exceeding the 11.6% highpoint projected for 1989.

Study Supports Growth of Private Sector

"Private education appears to represent an increasing share of the American educational effort at the elementary levels," observed Secretary of Education T. H. Bell, when the results of a study were released in December of 1984. According to the survey, private school enrollment rose steadily over a recent three-year period while public school enrollment declined.

When compared with 1980, statistics for 1983 show a dramatic upswing in both the number of private schools and their enrollment. The survey was conducted by the National Center for Education Statistics and disclosed that 5.7 million students (12.6%) out of 45.2 million students in all elementary and secondary schools in the country were attending private schools in the Fall of 1983. Consistent with the growing enrollment in private schools, the number of private schools has increased sharply. In 1980, there were 24,500 private schools (22.2%) of the total 110,400 elementary and secondary schools in the United States. In 1983, there were 27,700 private schools of the total 112,700 elementary and secondary schools (24.6%) or nearly one out of every four schools.

Two Guidelines

Those who study the relationships between public and private education should remember two guiding principles. First, neither public nor private schools constitute homogeneous groups. Schools and school systems differ greatly within each sector. Problems will resolve themselves differently, therefore, in each sector. Developments in one community may not parallel developments in another. Secondly, private schools are here to stay. They are part of the American educational tradition, as strong as ever, and will be part of the future to an extent not yet determined.

Private Education

The National Center for Education Statistics defines private schools as privately controlled by a nonpublic entity and financed from sources other than public taxation or public grants. Possible state and federal aid to nonpublic elementary and secondary education continues to be debated, despite the U.S. Supreme Court decisions of 1971 and 1973 which denied several states the right to legislate limited financial support. Since that time, private schools have served an even greater educational sector, but with relatively little national attention.

The private school financial situation continues to tighten, however, and should not be underestimated. Catholic school operating expenses have increased dramatically during the past decade, mostly because of efforts to raise salaries. Additional revenue is badly needed. The total financial value of the services contributed by religious community members and clergy has declined since 1977-78, and this revenue must now be raised from other sources. These and other forces have exerted great financial pressure in recent years.

Private Education by Religious Affiliation

In 1965-66, Catholic school enrollments constituted about 87% of the private elementary and secondary sector. By 1980-81, this figure had fallen to 63%. While Catholic schools were undergoing re-evaluation, other private schools were opening and enrollments were increasing. The following provides some historical perspective on private school enrollments:

	Private School Enrollments		
	1965-66	1978-79	Increase
Roman Catholic	5,481,300	3,269,800	(40%)
Lutheran	188,500	217,400	15%
7th Day Adventist	62,600	148,200	183%
Baptist	25,200	204,100	710%
Jewish	52,600	101,800	94%
Episcopal	48,600	76,500	57%
Methodist	5,600	11,200	100%
Presbyterian	4,800	12,800	167%
Friends	10,600	14,600	38%
Other Church-Related	83,700	281,200	241%
Total Church-Related	5,963,500	4,337,600	-
Not Church-Related	341,300	746,700	119%
Total Private Sector	6,304,800	5,084,300	-

Sources: Statistics of Nonpublic Elementary and Secondary Schools, 1965-66, NCES; The Condition of Education, NCES, 1981 Edition.

Catholic schools lost over two million pupils from 1965 to 1978. However, other private school enrollments increased dramatically. The National Center for Education Statistics does not gather private school data on a regular basis. The 1978-79 data is the most recent reliable information on the total private sector. Catholic school enrollments are no longer declining as they were, and this should result in an even higher proportion of private school students in the future.

Private Schools as Partners in Education

In 1982, the American Enterprise Institute for Public Policy Research, in Washington, D.C., published Meeting Human Needs: Toward a New Public Policy. In the section on education, "Private Meets Public: An Examination of Contemporary Education," the authors state:

> The growth of private schooling in the face of public school decline is a challenge of such consequence that policy analysts, policy makers, and public school educators cannot afford to ignore it.

As enrollment data testifies, an increasing proportion of American parents supports private education. Neither public nor private school administrators can ignore this, nor can public policy fail to evaluate this reality in its planning.

Another study supported what many have known throughout the urban changes of the past two decades: Catholic schools are a significant force in urban elementary and secondary education. The study was conducted under contract for the Department of Education, and is entitled School Enrollments and Resource Allocations in Urban Catholic and Public Schools. It lists among its conclusions:

> Catholic schools in large cities enroll a large proportion of children from minority backgrounds. Minority enrollments in these Catholic schools are well above the average for Catholic schools nationally.

Since 1970, the publications of the National Catholic Educational Association have stated that minorities represent a large proportion of Catholic school enrollments in the major archdioceses and urban areas. As current studies indicate, the value and significance of Catholic schools to urban education has been greatly underestimated.

Tax Credits: Reasonable and Helpful

The National Catholic Educational Association has long been a proponent of state and federal income tax credits for part of the costs of attending private schools. Accordingly, NCEA strongly supports the current efforts by the President and many members of Congress to pass legislation to this effect. These tax credits have outspoken opponents and proponents, and all aspects cannot be discussed here. Two comments are appropriate, however.

First, most people across the nation clearly consider nonpublic schools a national asset and acknowledge that private school parents pay a total tax share of public school costs and then support another school of equal educational and social worth. This double-cost of education not only has become too much for parents with children in private schools, but also is basically unfair.

Secondly, the immediate relief provided many private school parents would come at a most opportune time. The financial pressures are currently very great, and the practical implications of tax credits are extremely positive.

Tax credits for private schools could well be the final component of a stable revenue package. They would add a new and marginal revenue source to combine with tuition, subsidies, development and fundraising efforts, donations from religious communities, and volunteer work. The economic benefits to elementary and secondary education as a whole should be far greater than the actual tax relief.

Number of Schools

In 1985-86, there were 80 fewer elementary and 15 fewer secondary Catholic schools in this country than there were in 1984-85. School declines in recent years have been as follows:

	Elementary		Secondary		Total	
	Schools	%	Schools	%	Schools	%
1979-80....	59	0.7	24	1.5	83	0.9
1980-81....	57	0.7	24	1.5	81	0.8
1981-82....	47	0.6	18	1.2	65	0.7
1982-83....	46	0.6	16	1.1	62	0.5
1983-84....	13	0.2	18	1.2	31	0.3
1984-85....	46	0.6	15	1.0	61	0.6
1985-86....	80	1.0	15	1.0	95	1.0

The fewer number of schools has been in proportion to the smaller enrollments in recent years. However, the (80) fewer elementary schools in 1985-86 is unexpected and calls for more analysis. In the past five years, 314 schools have closed or consolidated, an average of 63 annually. Elementary schools averaged 46 fewer from 1981-82 to 1985-86, and secondary only 16.

Large scale reviews of diocesan school systems have long been completed, and obvious closings or consolidations have been effected. Administrative and budget procedures are generally more sophisticated. The movement of people from city to suburbs has all but ended, a significant factor since Catholic schools were built mainly in the cities. Most important of all, Catholic parents and students continue to enthusiastically support Catholic schools. Proponents of Catholic education have borne higher tuitions and more intensive fundraising efforts in order to retain schools.

Regional Changes

NCEA statistically divides the nation into the following six geographical regions:

New England- Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Mideast- Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania

Great Lakes- Illinois, Indiana, Michigan, Ohio, Wisconsin

Plains- Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota

Southeast- Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia

West/Far West- Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming.

Table No. 2 shows the percentage of schools in each region and what has happened in the past five years. The Mideast and Great Lakes regions comprise over 54% of the nation's total Catholic schools, but they each have a smaller percentage today than they did in 1980-81. The Southeast and the West regions have a higher percentage today than they did in 1980-81.

Table No. 1
Elementary and Secondary Schools-by Region
1981-82 thru 1985-86

Elementary	1981-82	1982-83	1983-84	1984-85	1985-86
New England	541	544	545	550	545
Mideast	2,316	2,301	2,293	2,272	2,239
Great Lakes	2,135	2,113	2,111	2,084	2,062
Plains	898	897	889	886	881
Southeast	861	847	854	852	846
West/Far West	1,245	1,248	1,245	1,247	1,238
United States	7,996	7,950	7,937	7,891	7,811
Secondary					
New England	126	124	124	121	119
Mideast	430	429	421	414	411
Great Lakes	322	316	309	305	301
Plains	169	168	165	163	162
Southeast	194	194	192	191	190
West/Far West	257	251	253	255	251
United States	1,498	1,482	1,464	1,449	1,434
All Schools					
New England	667	668	669	671	664
Mideast	2,746	2,730	2,714	2,686	2,650
Great Lakes	2,457	2,429	2,420	2,389	2,363
Plains	1,067	1,065	1,054	1,049	1,043
Southeast	1,055	1,041	1,046	1,043	1,036
West/Far West	1,502	1,499	1,498	1,502	1,489
United States	9,494	9,432	9,401	9,340	9,245

Table No. 2
Percentage of Schools-by Region
1981-82 and 1985-86

	Elementary		Secondary		All Schools	
	1981-82	1985-86	1981-82	1985-86	1981-82	1985-86
New England	6.8%	7.0%	8.4%	8.3%	7.3%	7.2%
Mideast	29.0	28.7	28.7	28.7	29.7	28.6
Great Lakes	26.7	26.4	21.5	21.0	25.8	25.6
Plains	11.2	11.3	11.3	11.3	11.1	11.3
Southeast	10.8	10.8	12.9	13.2	10.8	11.2
West/Far West	15.5	15.8	17.2	17.5	15.3	16.1
United States	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Types of Schools

Looking at Catholic schools by type, schools can be classified according to ownership and administration. As Table 3 shows, most elementary schools are single-parish schools. Secondary schools are administered and financed in several ways: by a single parish, by several parishes, by the diocese, or by a particular religious community. The following compares 1970-71 with 1985-86:

	Elementary		Secondary	
	1970-71	1985-86	1970-71	1985-86
Single-Parish...	92.6%	87.0%	23.2%	14.9%
Inter-Parish....	3.5	6.6	11.6	11.4
Diocesan.....	0.3	2.3	26.3	35.0
Private.....	3.6	4.1	38.9	38.7
Total.....	100.0%	100.0%	100.0%	100.0%

The percentage of single-parish elementary schools has declined, but was still 87.0% of the total in 1985-86. When elementary schools could not continue alone, they either closed, consolidated with a nearby parish, or were operated by the diocese. As for secondary schools, single-parish schools are a much smaller percentage today (14.9%). Diocesan high schools comprise 35% of the total, but private high schools sponsored by religious communities continue to represent the largest number (555) and share (38.7%).

Location of Schools

Table 4 shows where Catholic schools are located and some of the changes since 1970-71. The following percentages provide an overview:

	Elementary		Secondary	
	1970-71	1985-86	1970-71	1985-86
Urban.....	46.3%	43.0%	54.2%	52.8%
Suburban...	24.4	31.3	25.5	29.6
Rural.....	29.3	25.7	20.3	17.6
Total....	100.0%	100.0%	100.0%	100.0%

The percentage of urban schools has decreased slightly for both elementary and secondary schools. The share of suburban schools has increased. The percentage of rural schools has declined on both the elementary and secondary levels. Rural schools face problems which do not lend themselves to solutions available to more populated areas, e.g., consolidations.

Enrollment Sizes

Table 5 analyzes 1975-76 and 1980-81 schools by enrollment size. Market Data Retrieval also provides the following 1985-86 breakdown:

	Elementary		Secondary	
Enrollment	1975-76	1985-86	1975-76	1985-86
Under 300.....	4,947	5,358	-	-
300-500.....	2,074	1,690	-	-
Over 500.....	1,308	742	-	-
Under 500.....	-	-	939	751
500-1000.....	-	-	525	454
Over 1000.....	-	-	183	182
Total.....	8,329	7,790	1,647	1,387

Elementary schools over 300 pupils are decreasing; secondary schools over 1,000 are stable.

Table No. 3
Types of Schools
1970-71 thru 1985-86

	1970-71		1981-82		1985-86	
Elementary	No.	%	No.	%	No.	%
Parish	8,676	92.6	7,124	89.1	6,796	87.0
Inter-Parish	328	3.5	453	5.7	516	6.6
Diocesan	30	0.3	147	1.8	176	2.3
Private	336	3.6	272	3.4	323	4.1
Total	9,370	100.0	7,996	100.0	7,811	100.0
Secondary						
Parish	460	23.2	324	21.6	214	14.9
Inter-Parish	230	11.6	155	10.4	164	11.4
Diocesan	520	26.3	480	32.0	501	35.0
Private	770	38.9	539	36.0	555	38.7
Total	1,980	100.0	1,498	100.0	1,434	100.0

Table No. 4
Location of Schools
1970-71 thru 1985-86

	1970-71		1981-82		1985-86	
Elementary	No.	%	No.	%	No.	%
Urban	4,338	46.3	3,598	45.0	3,360	43.0
Suburban	2,286	24.4	2,239	28.0	2,444	31.3
Rural	2,746	29.3	2,159	27.0	2,007	25.7
Total	9,370	100.0	7,996	100.0	7,811	100.0
Secondary						
Urban	1,073	54.2	764	51.0	757	52.8
Suburban	505	25.5	444	29.6	424	29.6
Rural	402	20.3	290	19.4	253	17.6
Total	1,980	100.0	1,498	100.0	1,434	100.0

Table No. 5
Catholic Schools by Enrollment Size
1975-76 and 1980-81

	Elementary				Secondary			
	1975-76		1980-81		1975-76		1980-81	
	No.	%	No.	%	No.	%	No.	%
Under 300	4,947	59.4	5,292	65.8	514	31.2	462	30.5
301-500	2,074	24.9	1,858	23.1	425	25.8	340	22.4
501-750	958	11.5	748	9.3	331	20.1	317	20.9
751-1,000	258	3.1	121	1.5	194	11.8	203	13.4
Over 1,000	92	1.1	24	.3	183	11.1	194	12.8
All Schools	8,329	100.0	8,043	100.0	1,647	100.0	1,516	100.0

Source: School Marketing Services, 1975-76, Curriculum Information Center
Research Department, 1980-81, Market Data Retrieval.

Student Enrollment

In 1985-86, Catholic K-12 enrollment declined from 2,902,000 to 2,821,000, a decrease of 81,000 pupils or 2.8%.

	Elementary		Secondary		Total	
	Pupils	%	Pupils	%	Pupils	%
1979-80....	72,000	3.0	7,000	0.8	79,000	2.4
1980-81....	24,000	1.1	9,000	1.1	33,000	1.1
1981-82....	3,000	0.1	9,000	1.1	12,000	0.4
1982-83....	41,000	1.8	27,000	3.3	68,000	2.2
1983-84....	45,000	2.0	13,000	1.6	58,000	1.9
1984-85....	60,000	2.7	6,000	0.8	66,000	2.2
1985-86....	59,000	2.8	22,000	2.8	81,000	2.8

Catholic school enrollments are well into a new stage. By 1975, the dramatic declines of the late 60's and early 70's had leveled off to an almost predictable decline, even to the minimal changes of 1981-82. However, the declines of the past four years seem to signal that the national trend of fewer school-age children has also affected Catholic schools. Since the number of elementary school-age children has begun to increase again in 1985-86, and the National Center for Education Statistics projects that secondary school enrollments should begin to increase in 1991-92, this stage may only last a few more years.

Another comment is noteworthy. Although the Catholic sector of non-public education is still declining somewhat, the National Center for Education Statistics reports growth in enrollments for the other private schools. Catholic education is fast approaching a 50-50 partnership with the rest of the private sector. As mentioned earlier, Catholic school enrollments in 1980-81 comprised only 63% of the total private sector, as compared to 87% in 1965-66.

Enrollment Characteristics

Most enrollment characteristics have been described in previous NCEA publications. However, two items are usually of special interest, i.e., the percentage of Catholics in Catholic schools, and enrollment by grade levels. The percentage of Catholics has decreased significantly since 1969-70, the first year in which this data was gathered:

	Catholic	Non-Catholic
1969-70....	97.3%	2.7%
1983-84....	88.9%	11.1%

Most Catholic school students are Catholic, but the percentage of non-Catholics is increasing. The percentage of Catholics and non-Catholics is generally the same on the secondary level as it is on the elementary.

As for enrollment by grade levels, the latest data is for 1982-83. This NCEA published data indicated that Catholic school enrollments are evenly distributed and reflect a stable pattern throughout grades 1-12. The fall-off in grades 6-8 is no longer present. Also, the relatively small grade 1-2 percentages of the early 1970's, when some schools were closing the earlier grades, has come back to appropriate proportions. Catholic schools have never really left the 1-8 elementary and 9-12 secondary structure.

Table No. 6
Enrollment by Region-Thousands of Pupils
1981-82 thru 1985-86

Elementary	1981-82	1982-83	1983-84	1984-85	1985-86
New England	148	146	143	138	132
Mideast	736	709	689	664	640
Great Lakes	590	581	572	557	544
Plains	199	198	196	192	190
Southeast	252	253	248	244	238
West/Far West	341	338	332	325	317
United States	2,266	2,225	2,180	2,120	2,061
Secondary					
New England	69	67	66	66	64
Mideast	272	263	257	255	246
Great Lakes	198	195	192	190	184
Plains	70	66	64	63	61
Southeast	92	87	87	87	85
West/Far West	127	123	122	121	120
United States	828	801	788	782	760
All Schools					
New England	217	213	209	204	196
Mideast	1,008	972	946	919	886
Great Lakes	788	776	764	747	728
Plains	269	264	260	255	251
Southeast	344	340	335	331	323
West/Far West	468	461	454	446	437
United States	3,094	3,026	2,968	2,902	2,821

Table No. 7
Enrollment by Region—by Percentages
1981-82 thru 1985-86

Elementary	1981-82	1982-83	1983-84	1984-85	1985-86
New England	6.5%	6.6%	6.6%	6.5%	6.4%
Mideast	32.5	31.8	31.6	31.3	31.1
Great Lakes	26.0	26.1	26.2	26.3	26.4
Plains	8.8	8.9	9.0	9.1	9.2
Southeast	11.1	11.4	11.4	11.5	11.5
West/Far West	15.1	15.2	15.2	15.3	15.4
United States	100.0%	100.0%	100.0%	100.0%	100.0%
Secondary					
New England	8.4%	8.4%	8.4%	8.4%	8.4%
Mideast	32.9	32.8	32.6	32.5	32.4
Great Lakes	23.9	24.3	24.4	24.3	24.2
Plains	8.4	8.2	8.1	8.1	8.0
Southeast	11.1	10.9	11.0	11.2	11.2
West/Far West	15.3	15.4	15.5	15.5	15.8
United States	100.0%	100.0%	100.0%	100.0%	100.0%
All Schools					
New England	7.0%	7.1%	7.1%	7.0%	7.0%
Mideast	32.6	32.1	31.9	31.7	31.4
Great Lakes	25.5	25.6	25.7	25.7	25.8
Plains	8.7	8.7	8.7	8.8	8.9
Southeast	11.1	11.2	11.3	11.3	11.4
West/Far West	15.1	15.3	15.3	15.4	15.5
United States	100.0%	100.0%	100.0%	100.0%	100.0%

Enrollment in Key States

As Table 8 shows, ten states account for over two-thirds of Catholic school enrollment. New York, Pennsylvania, Illinois, California, and Ohio (the top five) comprise 47.5% of the enrollment. In many ways, this is merely a reflection of national statistics, since these five states plus Texas constitute the six most populous states, although in different order. Michigan ranks eighth in population. New Jersey, Louisiana, Massachusetts, and Wisconsin seem to indicate a special influence of Catholic culture.

These ten states generally dictate the national trends in Catholic education. The 2.8% decline in 1985-86 by these ten largest is the same as the national percentage decline. In 1985-86, the 55,800 decline in these states was 68.8% of the national 81,100 and this percentage is almost identical to their share of the total (68.2%). For the past five years, the larger states have been experiencing greater percentage declines than the smaller states, but this seems to have ended. In 1985-86, percentage declines varied considerably amoung the top ten.

In regard to individual states, New York and Pennsylvania accounted for 30% of the national decline. Percentage declines by New York, Michigan, and Massachusetts were higher than the national 2.8%. California, Louisiana, and Ohio declined noticeably less than the national average. The other states seemed to reflect the national trend.

Enrollment in Key Dioceses

Catholic school enrollment is also concentrated in certain dioceses. Dioceses are larger than the metropolitan area providing the name, but most of the enrollment in these twenty actually does come from the major city and immediate suburbs of that area. The twenty largest dioceses serve 50.2% of the total enrollment in Catholic elementary and secondary schools. They too reflect and determine the national trends. In 1985-86, the 40,000 decline in these dioceses was 50.4% of the national 81,100, almost identical with their share of the total. More will be said about Catholic education, minority groups, and urban education in the pages following, but it is extremely important to point out that about one-half of all Catholic school pupils are located in twenty metropolitan areas pivotal to the entire American culture. These dioceses have been entwined with the social, economic, and cultural developments of these large urban areas since the turn of the century, and will continue to be a significant influence as current dynamics produce change.

As a group, Chicago, Philadelphia, New York, Brooklyn, and Los Angeles (the top five) comprise almost one-fourth of the national enrollment. The state of New York has four of the largest dioceses, thus producing a large state decline. Percentage declines by Rockville Centre, Brooklyn, Pittsburgh, Baltimore, and Detroit were higher than the national 2.8%. New Orleans, Buffalo, and Los Angeles declined noticeably less than the national average. Toledo increased enrollment slightly.

These twenty largest dioceses also reflect enrollment changes caused by the decline in the number of school-age children and now flowing through all grade levels. In 1981-82, six dioceses reported enrollment increases. By 1983-84, every major state and diocese reported enrollment declines. In 1984-85 and 1985-86, with the exceptions given, major states and dioceses again reported enrollment losses.

Table No. 8
Student Enrollment—Ten Largest States
1984-85 and 1985-86

State	1984-85	1985-86	Decrease Pupils	Decrease %
1. New York	368,300	352,900	15,400	4.2
2. Pennsylvania	287,500	278,600	8,900	3.1
3. Illinois	258,900	253,500	5,400	2.1
4. California	254,200	250,600	3,600	1.4
5. Ohio	208,100	204,100	4,000	1.9
6. New Jersey	172,300	167,200	5,100	3.0
7. Michigan	123,900	118,800	5,100	4.1
8. Louisiana	107,400	105,700	1,700	1.6
9. Massachusetts	103,600	99,900	3,700	3.6
10. Wisconsin	96,200	93,300	2,900	3.0
Largest States	1,980,400	1,924,600	55,800	2.8
United States	2,902,300	2,821,200	81,100	2.8
Percent.....	68.2%	68.2%	68.8%	

Table No. 9
Student Enrollment—Twenty Largest Dioceses
1984-85 and 1985-86

Diocese	1984-85	1985-86	Decrease Pupils	Decrease %
1. Chicago	174,000	170,200	3,800	2.2
2. Philadelphia	155,100	151,300	3,800	2.5
3. New York	121,700	118,000	3,700	3.0
4. Los Angeles	108,200	106,600	1,600	1.5
5. Brooklyn	102,700	98,000	4,700	4.6
6. Detroit	78,900	75,700	3,200	4.1
7. Cleveland	77,900	75,200	2,700	3.5
8. Newark	71,800	69,100	2,700	3.8
9. Boston	68,700	66,200	2,500	3.6
10. St. Louis	64,400	63,100	1,300	2.0
11. New Orleans	59,800	59,500	300	0.5
12. Cincinnati	55,100	53,800	1,300	2.4
13 Milwaukee	48,500	46,800	1,700	3.5
14. Rockville Centre	45,400	42,600	2,800	6.2
15. Pittsburgh	43,400	41,500	1,900	4.4
16. Baltimore	39,400	37,700	1,700	4.3
17. St.Paul-Minneapolis	38,000	36,900	1,100	2.9
18. Washington, D.C.	35,600	35,600	-	-
19. Buffalo	35,600	35,100	500	1.4
20. Toledo	33,100	33,500	(400)	(1.2)
Largest Dioceses	1,457,300	1,416,400	40,900	2.8
All Dioceses	2,902,300	2,821,200	81,100	2.8
Percent	50.2%	50.2%	50.4%	

Ethnic Minorities

The role and contribution of Catholic schools in ethnic minority education has been and remains extremely important on the elementary and secondary school level. Most Catholic schools were built in the major cities, and the large dioceses have made an outstanding effort to keep urban schools open. The rural schools, not the urban, have closed at the faster rate.

Efforts by Catholic schools to help minority education have been complicated by the explosion of many factors within the Catholic school system, i.e., the large declines in the number of religious community members, inflation, the increase in lay teacher salaries, the movement of so many people to the suburbs in the 1960's. Through it all, however, statistics indicate that Catholic schools remain integrally involved with minority education and with urban problems in this country.

Minority Enrollment Trends

As Tables 10 and 11 show, the percentage of ethnic minority students in Catholic elementary and secondary schools combined has increased from 10.8% in 1970-71 to 20.6% in 1984-85. The following describes this increased:

	Minority Enrollments		
	1970-71	1980-81	1984-85
Hispanic....	216,500	256,000	265,000
Black.....	209,500	252,900	250,400
Asian.....	23,500	52,100	76,200
Indian.....	20,400	9,700	9,100
Total....	469,900	570,700	600,700

Hispanic and Black students are about equal in number, and together constitute 86% of the minority students in Catholic school. The number of Asian American students has increased dramatically. The number of American Indian students has declined.

It is noteworthy that, despite the fact that total Catholic school enrollment had declined 1,461,000 pupils (33%) since 1970-71, the number of ethnic minority students has increased by 131,000 (over 27%). Hispanic students in Catholic schools are about 97% Catholic. However, Black students are 64% non-Catholic.

Comparison of Elementary and Secondary

Of the 600,700 students from major ethnic minorities in 1984-85, about 465,700 were in elementary schools and 135,000 in high schools. The following compares 1970-71 and 1984-85.

	Elementary		Secondary	
	1970-71	1984-85	1970-71	1984-85
Hispanic....	177,900	206,700	38,600	58,300
Black.....	172,000	193,100	37,500	57,300
Asian.....	18,300	59,100	5,200	17,100
Indian.....	18,000	6,800	2,400	2,300
Total....	386,200	465,700	83,700	135,000

Catholic elementary schools have 73% of the Catholic school enrollment and 78% of the minority students, so elementary schools serve a slightly higher share of ethnic minority students than secondary schools.

Table No. 10
Catholic School Enrollment—by Ethnic Background
1970-71, 1980-81, 1984-85

Elementary	1970-71	1980-81	1983-84	1984-85
Black Americans	172,000	200,300	200,400	193,100
Hispanic Americans	177,900	199,300	205,300	206,700
Asian Americans	18,300	42,000	54,300	59,100
American Indians	18,000	7,300	7,100	6,800
All Others	2,969,300	1,820,400	1,712,700	1,654,200
Total	3,355,500	2,269,300	2,179,800	2,119,900
Secondary				
Black Americans	37,500	52,600	55,900	57,300
Hispanic Americans	38,600	56,700	58,000	58,300
Asian Americans	5,200	10,100	15,700	17,100
American Indians	2,400	2,400	2,600	2,300
All Others	924,400	714,200	656,200	647,400
Total	1,008,100	837,000	788,400	782,400
All Schools				
Black Americans	209,500	252,900	256,300	250,400
Hispanic Americans	216,500	256,000	263,300	265,000
Asian Americans	23,500	52,100	70,000	76,200
American Indians	20,400	9,700	9,700	9,100
All Others	3,893,700	2,535,600	2,368,900	2,301,600
Total	4,363,600	3,106,300	2,968,200	2,902,300

Table No. 11
Catholic School Ethnic Enrollment—by Percentages
1970-71, 1980-81, 198-84, 1984-85

Elementary	1970-71	1980-81	1983-84	1984-85
Black Americans	5.1%	8.8%	9.2%	9.1%
Hispanic Americans	5.3	8.8	9.4	9.8
Asian Americans	0.5	1.9	2.5	2.8
American Indians	0.5	0.3	0.3	0.3
All Others	88.6	80.2	78.6	78.0
Total	100.0%	100.0%	100.0%	100.0%
Secondary				
Black Americans	3.7%	6.3%	7.1%	7.3%
Hispanic Americans	3.8	6.8	7.4	7.5
Asian Americans	0.5	1.2	2.0	2.2
American Indians	0.2	0.3	0.3	0.3
All Others	91.8	85.4	83.2	82.7
Total	100.0%	100.0%	100.0%	100.0%
All Schools				
Black Americans	4.8%	8.1%	8.6%	8.6%
Hispanic Americans	5.0	8.3	8.9	9.1
Asian Americans	0.5	1.7	2.4	2.6
American Indians	0.5	0.3	0.3	0.3
All Others	89.2	81.6	79.8	79.4
Total	100.0%	100.0%	100.0%	100.0%

Total Staff and Pupil/Teacher Ratios

In 1985-86, the total full-time teaching staff in Catholic elementary and secondary schools was 146,594 (Table 12). There are about 96,700 elementary and 49,800 secondary teachers. Despite the consistent loss of enrollment in recent years, the professional staff continued to increase until this 1985-86 year. The following provides an overview of national Catholic school pupil/teacher ratios since the higher enrollment levels of a generation ago.

	National Pupil/Teacher Ratio	
	Elementary	Secondary
1968-69....	31.3	19.2
1973-74....	26.4	17.7
1978-79....	24.0	17.2
1983-84....	22.1	16.3
1984-85....	21.2	15.6
1985-86....	21.3	15.2

The pupil/teacher ratio in elementary schools has decreased from 31 students per full-time teacher in 1968-69 to about 21 in 1985-86. The secondary school ratio was a respectable 19.2 in 1968-69, and has lowered to 15.2 in 1985-86. These lower ratios reflect in great part the efforts of Catholic schools to improve staff and class sizes.

Change From Religious to Lay Staff

We have described the change in the number of schools and in the enrollment, but the most radical changes have probably been with professional staff and administration. As Table 14 shows, lay teachers continue to replace sisters, brothers, and priests. This shift from religious to lay staff actually began in the 1950's and was a pre-Vatican II phenomenon. Looking at the last fifteen years or so, the percentage of lay staff increased from 45.3% in 1968-69 to 81.1% in 1985-86 on the elementary level and from 41.3% to 77.4% on the secondary level. Catholic schools seem to function well with today's predominantly lay staff. The loss of so many religious community members and clergymen has created new needs and problems, but it has not, as some had predicted, resulted in the demise of the Catholic school system. In general, parents and students have accepted today's lay staff, and the shift does not seem to present fundamental academic or administrative problems.

Evaluation of Staff

Comparatively little national information is available about Catholic school faculties and the popularly accepted measures applied to gauge the quality of a professional staff, i.e., the degrees earned, the state's certification of the teacher, and the years of teaching experience. From 1969 to 1972, NCEA gathered sufficient data to describe the Catholic school faculty and its trends at that time. On the basis of that data, and of the intensive study just completed on Catholic high schools, the faculty is professionally degreed, certified where appropriate and well experienced. Specific information can be obtained from other NCEA publications.

While the above measures are commonly used to evaluate the professional staff of a school, Catholic schools believe that more values are involved than these here mentioned. An experienced, certified teacher with a doctorate and a small class is not necessarily the best individual to guide the educational development of a student, although these qualification are certainly steps in the right direction. Personal, social, and religious values often are as, if not more, important.

Table No. 12
Full-Time Teaching Staff
1981-82 thru 1985-86

Elementary	1981-82	1982-83	1983-84	1984-85	1985-86
Sisters.....	23,289	21,597	20,399	19,511	17,799
Male Religious	577	515	508	520	484
Lay Teachers..	72,981	75,225	77,684	79,779	78,458
Total..	96,847	97,337	98,591	99,820	96,741
Secondary					
Sisters.....	8,738	8,016	7,728	7,328	6,934
Male Religious	5,139	4,992	4,683	4,608	4,334
Lay Teachers..	35,448	36,115	35,911	38,132	38,585
Total..	49,325	49,123	48,322	50,068	49,853
All Schools					
Sisters.....	32,027	29,613	28,127	26,839	24,733
Male Religious	5,716	5,507	5,191	5,138	4,818
Lay Teachers..	108,429	111,340	113,595	117,911	117,043
Total..	146,172	146,460	146,913	149,888	146,594

Table No. 13
Full-Time Teaching Staff—by Percentages
1981-82 thru 1985-86

Elementary	1981-82	1982-83	1983-84	1984-85	1985-86
Sisters.....	24.0%	22.2%	20.7%	19.6%	18.4%
Male Religious	.6	.5	.5	.5	.5
Lay Teachers..	75.4	77.3	78.8	79.9	81.1
Total..	100.0%	100.0%	100.0%	100.0%	100.0%
Secondary					
Sisters.....	17.7%	16.3%	16.0%	14.6%	13.9%
Male Religious	10.4	10.2	9.7	9.2	8.7
Lay Teachers..	71.9	73.5	74.3	76.2	77.4
Total..	100.0%	100.0%	100.0%	100.0%	100.0%
All Schools					
Sisters.....	21.9%	20.2%	19.2%	17.9%	16.9%
Male Religious	3.9	3.8	3.5	3.4	3.3
Lay Teachers..	74.2	76.0	77.3	78.7	79.8
Total..	100.0%	100.0%	100.0%	100.0%	100.0%

Table No. 14
Percentages of Lay/Religious Teachers
1968-69 to 1985-86

	Elementary			Secondary		
	Staff	Religious	Lay	Staff	Religious	Lay
1968-69..	115,600	54.6%	45.3%	51,900	58.7%	41.3%
1972-73..	105,400	42.2	57.8	50,600	46.1	53.9
1976-77..	100,000	33.9	66.1	50,600	36.7	63.3
1980-81..	96,700	25.8	74.2	49,000	29.5	70.5
1982-83..	97,400	22.7	77.3	49,100	26.5	73.5
1984-85..	99,800	20.1	79.9	50,100	23.8	76.2
1985-86..	96,700	18.9	81.1	49,800	22.6	77.4

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION (NCEA)
Summary Report of Basic School Statistics
Schools - Enrollment - Full-Time Teachers
Sorted by Region, State, and Diocese

STATE ARCHDIOCESE/DIOCESE	NUMBER SCHOOLS			NUMBER STUDENTS			FULL-TIME TEACHING STAFF: ELEMENTARY				FULL-TIME TEACHING STAFF: SECONDARY				TOTAL STAFF
	ELEM	SEC	TOT	ELEM	SEC	TOT	SIS	MALE	LAY	TOT	SIS	MALE	LAY	TOT	
CONNECTICUT	162	31	193	36,112	19,062	55,174	411	5	1,360	1,776	170	97	1,073	1,340	3,116
BRIDGEPORT	48	11	59	11,626	5,878	17,504	126	4	445	575	39	39	399	477	1,052
HARTFORD	93	15	108	20,368	9,948	30,316	203	1	750	954	100	39	504	643	1,597
NORWICH	21	5	26	4,118	3,236	7,354	82	0	165	247	31	19	170	220	467
MASSACHUSETTS	250	65	315	65,765	34,122	99,887	861	9	2,378	3,248	465	204	1,718	2,387	5,635
BOSTON	166	49	215	42,896	23,278	66,174	591	8	1,646	2,245	294	158	1,216	1,668	3,913
FALL RIVER	27	4	31	6,649	3,269	9,917	69	1	214	284	63	17	160	240	524
SPRINGFIELD	33	4	37	9,859	3,191	13,050	114	0	321	435	65	4	136	205	640
WORCESTER	24	8	32	6,362	4,384	10,746	87	0	197	284	43	25	206	274	558
MAINE	22	3	25	4,811	1,005	5,816	77	2	164	243	18	19	42	79	322
PORTLAND	22	3	25	4,811	1,005	5,816	77	2	164	243	18	19	42	79	322
NEW HAMPSHIRE	37	6	43	7,482	2,469	9,951	117	2	282	401	26	19	134	179	580
MANCHESTER	37	6	43	7,482	2,469	9,951	117	2	282	401	26	19	134	179	580
RHODE ISLAND	63	11	74	15,641	5,981	21,622	178	3	537	718	59	72	307	438	1,156
PROVIDENCE	63	11	74	15,641	5,981	21,622	178	3	537	718	59	72	307	438	1,156
VERMONT	11	3	14	2,373	998	3,371	48	4	94	146	11	3	59	73	219
BURLINGTON	11	3	14	2,373	998	3,371	48	4	94	146	11	3	59	73	219
NEW ENGLAND	545	119	664	132,184	63,637	195,821	1,692	25	4,815	6,532	749	414	3,333	4,496	11,029
DISTRICT OF COLUMBIA	82	25	107	24,022	11,583	35,605	255	14	1,071	1,340	122	97	654	873	2,213
WASHINGTON	82	25	107	24,022	11,583	35,605	255	14	1,071	1,340	122	97	654	873	2,213
DELAWARE	30	8	38	9,778	4,806	14,584	100	14	441	555	49	50	260	359	914
WILMINGTON	30	8	38	9,778	4,806	14,584	100	14	441	555	49	50	260	359	914
MARYLAND	87	24	111	25,915	11,831	37,746	213	1	1,007	1,221	110	69	635	814	2,035
BALTIMORE	87	24	111	25,915	11,831	37,746	213	1	1,007	1,221	110	69	635	814	2,035
NEW JERSEY	441	86	527	118,723	48,519	167,242	1,312	39	4,429	5,780	488	334	2,581	3,403	9,183
CAMDEN	68	11	77	17,359	7,655	25,014	189	1	528	718	40	31	351	422	1,140
METUCHEN	51	9	60	13,611	4,920	18,531	163	1	551	715	45	30	268	343	1,058
NEWARK	154	42	236	48,870	20,180	69,050	519	16	1,854	2,389	279	148	1,066	1,513	3,902
PATERSON	67	13	80	16,238	5,247	21,485	187	1	638	826	74	72	323	469	1,295
TRENTON	63	11	74	22,645	10,517	33,162	254	20	858	1,132	50	33	573	656	1,788
NEW YORK	873	152	1,025	255,569	97,362	352,931	2,172	69	8,907	11,148	1,243	719	4,413	6,375	17,523
ALBANY	66	13	68	12,400	3,998	16,358	114	1	459	574	41	40	230	311	885
BROOKLYN	173	22	195	72,921	25,125	98,046	544	21	2,367	2,932	313	136	1,041	1,490	4,422
BUFFALO	124	20	144	26,249	8,642	35,091	325	0	1,304	1,629	128	72	529	729	2,358
NEW YORK	266	62	331	82,225	35,784	118,009	546	42	2,232	2,820	588	269	1,511	2,168	4,988
QUEENSBURY	25	3	28	4,654	773	5,427	92	2	160	254	15	10	39	64	318
ROCHESTER	77	8	85	16,425	5,817	22,242	87	0	734	821	86	63	289	438	1,259
ROCKVILLE CENTER	50	16	106	29,093	13,526	42,619	295	3	1,162	1,460	225	101	578	704	2,364
SYRACUSE	60	8	68	11,602	3,497	15,099	169	0	489	658	47	28	196	271	929
PENNSYLVANIA	726	116	842	206,388	72,165	278,553	2,375	23	6,856	9,254	908	367	2,844	4,119	13,373
ALLENTOWN	64	10	74	13,902	4,334	18,236	127	0	446	573	85	35	170	290	863
ALTOONA-JOHNSTOWN	37	3	40	7,251	1,638	8,889	80	0	286	366	14	12	99	125	491
ERIE	47	9	56	12,808	3,704	16,512	110	0	566	676	28	26	233	287	963
GREENSBURG	51	2	53	8,271	1,348	9,619	136	0	353	489	16	4	64	84	573
HARRISBURG	54	10	64	11,740	4,482	16,222	151	0	425	576	98	14	203	315	891
PHILADELPHIA	272	53	325	106,677	44,576	151,253	1,238	20	3,115	4,373	485	227	1,475	2,187	6,560
PITTSBURGH	140	19	159	33,205	8,284	41,489	321	0	1,269	1,590	86	33	374	513	2,103
SCRANTON	61	10	71	12,534	3,759	16,333	212	3	396	611	96	16	206	318	929
MIDEAST	2,239	411	2,650	640,395	246,266	886,661	6,427	160	22,711	29,298	2,520	1,636	11,387	15,743	45,241
ILLINOIS	632	97	729	183,661	69,888	253,549	1,284	5	7,197	8,486	544	353	3,253	4,150	12,636
BELLEVILLE	52	5	57	8,656	2,118	10,774	44	0	359	403	16	13	104	133	536
CHICAGO	358	58	416	120,471	49,713	170,184	874	0	4,671	5,545	420	256	2,241	2,496	8,041
JOLIET	63	9	72	17,526	7,114	24,640	95	2	610	707	34	34	316	384	1,091
PEORIA	51	8	59	10,433	3,527	15,960	108	2	613	723	29	20	225	274	997
ROCKFORD	44	8	52	11,230	4,128	15,358	55	0	398	453	23	22	201	246	699
SPRINGFIELD	64	9	73	13,345	3,288	16,633	108	1	546	655	42	9	166	217	872
INDIANA	195	23	218	45,240	12,722	57,962	326	5	1,874	2,205	143	58	1,111	1,312	3,517
EVANSVILLE	29	5	34	5,360	1,768	7,128	85	0	235	280	29	6	96	131	411
FORT WAYNE-SOUTH BEND	43	4	47	11,388	2,955	14,343	85	0	467	552	15	12	172	199	751
GARY	39	3	42	10,065	2,641	12,706	86	0	364	450	12	18	125	155	605
INDIANAPOLIS	64	9	73	14,867	4,985	19,852	82	5	658	745	85	20	675	780	1,525
LAFAYETTE	20	2	22	3,560	373	3,933	28	0	150	178	2	2	43	47	225
MICHIGAN	350	43	393	86,833	31,914	118,747	639	14	3,167	3,820	204	75	1,618	1,897	5,717
DETROIT	158	42	200	52,548	23,163	75,711	378	10	1,820	2,208	156	61	1,159	1,376	3,584
GAYLORD	20	5	25	3,274	786	4,060	33	0	129	162	7	0	51	58	220
GRAND RAPIDS	46	4	50	8,887	2,550	11,177	71	1	320	392	10	1	127	138	530
KALAMAZOO	21	3	24	4,370	981	5,351	26	0	176	202	4	5	44	51	253
LANSING	41	6	47	10,249	3,414	13,663	62	3	386	451	19	9	175	203	654
MARQUETTE	11	0	11	2,187	0	2,187	23	0	99	122	0	0	0	0	122
SAGINAW	33	3	36	5,618	980	6,598	46	0	237	283	8	1	62	71	354
OHIO	505	86	591	150,169	53,962	204,131	1,129	19	5,477	6,625	398	215	2,483	3,096	9,721
CINCINNATI	120	20	140	37,667	16,165	53,832	211	8	1,522	1,741	80	70	703	853	2,594
CLEVELAND	165	27	192	58,665	18,564	77,229	489	5	1,897	2,391	177	71	843	1,391	3,782
COLUMBUS	52	14	66	13,660	5,591	19,251	66	0	531	597	51	12	313	376	973
STEUBENVILLE	17	3	20	2,836	913	3,749	39	1	117	147	14	8	53	75	222
TOLEDO	92	16	111	24,580	8,881	33,461	233	5	876	1,114	72	40	395	507	1,621
YOUNGSTOWN	58	6	62	14,761	3,808	18,569	101	0	534	635	24	14	176	214	849
WISCONSIN	400	32	432	77,550	15,757	93,347	633	9	3,246	3,888	111	80	800	991	4,879
GREEN BAY	93	9	102	16,934	3,199	20,133	165	0	722	887	18	18	174	215	1,102
LA CROSSE	78	7	85	11,808	2,993	14,261	96	3	446	545	15	14	142	171	716
MADISON	45	2	48	7,893	934	8,827	55	1	349	405	10	2	50	62	467
MILWAUKEE	166	13	179	37,657	8,063	45,766	285	5	1,587	1,877	68	46	428	542	2,419
SUPERIOR	20	1	21	3,252	72	3,324	32	0	142	174	0	0	1	1	175
GREAT LAKES	2,062	301	2,363	543,493	184,243	727,736	4,011	52	20,961	25,024	1,400	781	9,265	11,446	36,470

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION (NCEA)
Summary Report of Basic School Statistics
Schools - Enrollment - Full-Time Teachers
Sorted by Region, State, and Diocese

Archdiocese/Diocese	Number Schools			Number Students			Full-Time Teaching Staff: Elementary				Full-Time Teaching Staff: Secondary				Total Staff
	ELEM	SEC	TOT	ELEM	SEC	TOT	SIS	MALE	LAY	TOT	SIS	MALE	LAY	TOT	
IOWA	140	29	169	29,775	10,381	40,156	291	11	1,276	1,578	87	63	573	723	2,301
DAVENPORT	26	7	33	4,357	1,456	5,813	42	1	199	242	18	5	101	124	366
DES MOINES	46	2	48	9,043	1,823	10,866	37	0	189	226	9	10	108	127	353
DUBUQUE	58	11	69	13,989	4,208	18,196	125	0	552	677	30	16	212	258	935
SIOUX CITY	36	9	45	7,387	2,854	10,241	87	10	336	433	30	32	152	214	647
KANSAS	93	18	111	19,148	5,824	24,972	170	1	849	1,020	39	18	320	377	1,397
COLBY	12	0	12	1,705	0	1,705	17	1	63	81	0	0	0	0	81
KANSAS CITY	38	8	46	9,247	3,148	12,395	85	0	402	487	14	12	176	202	689
SALINA	12	6	18	1,906	777	2,683	15	0	87	102	10	0	49	59	161
WICHITA	31	4	35	6,490	1,699	8,189	53	0	297	350	15	6	95	116	466
MISSOURI	276	45	321	64,592	22,680	87,272	477	10	2,731	3,218	234	133	1,228	1,595	4,813
JEFFERSON CITY	35	2	37	5,773	857	6,630	39	3	258	300	5	5	40	50	350
KANSAS CITY-ST JOSEPH	41	8	49	10,544	3,778	14,322	78	1	510	589	70	12	221	303	892
SPRINGFIELD-CAPE GIRARDEAU	22	3	25	2,588	644	3,232	24	1	119	144	6	0	35	41	185
ST LOUIS	178	32	210	45,687	17,401	63,088	336	5	1,844	2,185	153	116	932	1,201	3,386
NORTH DAKOTA	33	7	40	5,404	1,624	7,028	37	1	256	294	13	6	123	142	436
BISMARK	18	5	23	2,843	1,112	3,955	20	1	125	146	12	2	93	107	253
FARGO	15	2	17	2,561	512	3,073	17	0	131	148	1	4	30	35	183
NEBRASKA	93	33	126	18,949	7,711	26,660	166	33	709	908	72	55	517	644	1,552
GRAND ISLAND	8	7	15	1,303	718	2,021	12	3	56	71	6	4	76	86	157
LINCOLN	23	6	29	3,957	1,308	5,265	64	19	156	239	22	11	89	122	361
OMAHA	62	20	82	13,683	5,651	19,374	90	11	497	598	44	40	352	436	1,034
SOUTH DAKOTA	27	5	32	4,587	1,437	6,024	57	11	240	308	19	14	102	135	443
RAPID CITY	3	2	5	654	394	1,048	14	5	56	75	10	9	39	58	133
SIOUX FALLS	24	3	27	3,933	1,043	4,976	43	6	184	233	9	5	63	77	310
REGION	381	102	1,043	189,808	63,690	290,498	1,539	95	8,176	9,810	524	339	3,530	4,393	14,203
ALABAMA	52	6	58	11,133	3,167	14,300	98	12	477	587	15	14	171	200	787
BIRMINGHAM	25	3	28	4,744	1,481	6,225	44	11	211	266	7	6	75	88	354
MOBILE	27	3	30	6,389	1,686	8,075	54	1	266	321	8	8	96	112	433
ARKANSAS	35	6	41	5,436	1,935	7,371	60	15	213	288	4	25	96	125	413
LITTLE ROCK	35	6	41	5,436	1,935	7,371	60	15	213	288	4	25	96	125	413
FLORIDA	159	32	191	48,266	20,654	68,920	363	31	2,101	2,495	88	114	1,073	1,275	3,770
MIAMI	53	13	66	18,880	9,678	28,558	152	16	848	1,016	35	63	477	575	1,591
ORLANDO	26	4	30	7,056	2,056	9,112	53	0	277	330	9	8	122	139	469
PALM BEACH	17	4	21	4,596	2,846	7,442	21	0	177	198	18	6	130	154	352
PENSACOLA-TALLAHASSEE	9	1	10	2,189	477	2,666	16	0	103	119	2	2	28	32	151
ST AUGUSTINE	16	2	18	4,730	1,328	6,058	33	1	201	235	3	6	66	75	310
ST PETERSBURG	30	5	35	8,561	2,997	11,548	72	14	376	462	16	20	174	210	672
VENICE	8	3	11	2,264	1,232	3,496	16	0	119	135	5	9	76	90	225
GEORGIA	29	7	36	9,133	2,969	12,102	76	0	363	439	21	17	158	196	635
ATLANTA	13	2	15	4,449	876	5,325	32	0	199	231	5	3	58	66	297
SAVANNAH	16	5	21	4,684	2,093	6,777	44	0	164	208	16	14	100	130	338
KENTUCKY	150	27	177	34,775	12,365	47,140	234	1	1,644	1,879	94	47	590	731	2,610
COVINGTON	50	12	62	10,631	3,624	14,255	96	0	408	504	45	19	164	228	732
LOUISVILLE	75	11	86	19,043	7,255	26,298	101	1	1,031	1,133	42	23	348	413	1,546
OWENSBORO	25	4	29	5,101	1,486	6,587	37	0	205	242	7	5	78	90	332
LOUISIANA	260	60	260	78,482	27,216	105,658	360	26	3,107	3,493	172	126	1,701	1,999	5,492
ALEXANDRIA-SHREVEPORT	21	7	28	5,408	1,821	7,229	37	2	230	269	15	13	134	162	431
BATON ROUGE	30	7	37	12,506	3,889	16,395	41	0	533	575	12	7	149	188	761
HOUMA-THIBODAUX	16	3	19	4,425	1,301	5,727	8	0	178	186	6	8	76	90	276
LAFAYETTE	33	14	47	11,066	3,701	14,767	62	5	456	523	27	11	252	290	813
LAKE CHARLES	9	2	11	2,654	603	3,261	11	0	135	146	1	1	49	51	197
NEW ORLEANS	95	27	122	42,628	16,901	59,529	201	19	1,576	1,796	111	86	1,021	1,218	3,014
MISSISSIPPI	34	9	43	8,268	2,087	10,355	81	2	348	431	16	19	191	226	657
BILOXI	15	5	20	3,884	1,193	5,077	29	0	138	167	7	14	103	124	291
JACKSON	19	4	23	4,384	894	5,278	52	2	210	264	9	5	88	102	366
NORTH CAROLINA	34	3	37	7,025	1,236	8,261	67	1	320	388	15	2	72	89	477
CHARLOTTE	15	2	17	3,581	946	4,527	30	0	159	189	11	2	54	67	256
RALEIGH	19	1	20	3,434	290	3,724	37	1	161	199	4	0	18	22	221
SOUTH CAROLINA	25	4	29	4,895	1,433	6,328	57	2	342	401	13	3	78	94	495
CHARLESTON	25	4	29	4,895	1,433	6,328	57	2	342	401	13	3	78	94	495
TENNESSEE	40	11	51	9,393	4,577	13,970	78	11	502	591	32	31	289	352	943
MEMPHIS	15	6	21	4,055	2,400	6,455	22	0	205	227	10	19	139	168	395
NASHVILLE	25	5	30	5,338	2,177	7,515	56	11	297	364	22	12	150	184	548
VIRGINIA	56	15	71	16,059	6,019	22,078	125	0	656	781	68	25	362	455	1,236
ARLINGTON	30	5	35	9,317	3,540	12,857	72	0	377	449	32	20	176	228	677
RICHMOND	26	10	36	6,742	2,479	9,221	53	0	279	332	36	5	186	227	559
WEST VIRGINIA	32	10	42	5,260	1,789	7,049	46	0	233	279	19	5	143	167	446
WHEELING-CHARLESTON	32	10	42	5,260	1,789	7,049	46	0	233	279	19	5	143	167	446
REGION	846	190	1,036	228,120	85,452	323,572	1,645	101	10,306	12,052	557	428	4,924	5,909	17,961

NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION (NCEA)
Summary Report of Basic School Statistics
Schools - Enrollment - Full-Time Teachers
Sorted by Region, State, and Diocese

STATE ARCHDIOCESE/DIOCESE	NUMBER SCHOOLS ELEM	 SEC	 TOT	NUMBER STUDENTS ELEM	 SEC	 TOT	FULL-TIME TEACHING STAFF ELEMENTARY SIS	 MALE	 LAY	 TOT	SECONDARY SIS	 MALE	 LAY	 TOT	TOTAL STAFF
ALASKA	4	2	6	766	239	1,005	10	1	33	44	4	1	20	25	69
ANCHORAGE	2	0	2	272	0	272	5	0	10	15	0	0	0	0	15
FAIRBANKS	1	2	3	370	239	609	2	1	16	19	4	1	20	25	44
JUNEAU	1	0	1	124	0	124	3	0	7	10	0	0	0	0	10
ARIZONA	45	8	53	11,809	5,249	17,058	107	4	388	499	26	34	206	266	765
PHOENIX	26	6	32	7,544	3,647	11,191	63	3	252	318	17	28	144	189	507
TUCSON	19	2	21	4,265	1,602	5,867	44	1	136	181	9	6	62	77	258
CALIFORNIA	607	128	735	176,028	74,550	250,578	1,282	18	5,388	6,688	457	424	3,574	4,435	11,123
FRESNO	25	2	27	5,786	1,289	7,075	41	0	190	231	6	8	59	73	304
LOS ANGELES	330	65	395	70,492	35,638	106,583	523	5	1,975	2,503	214	211	1,558	2,003	4,506
MONTEREY	14	5	19	3,614	1,265	4,879	55	0	121	156	7	7	120	134	290
OAKLAND	66	10	66	16,134	6,317	21,421	84	3	474	561	33	32	313	378	939
ORANGE	36	5	41	13,404	4,118	17,522	90	1	413	504	17	22	205	244	748
SACRAMENTO	43	8	51	10,667	3,667	14,334	66	0	354	420	19	31	193	243	663
SAN BERNARDINO	32	2	34	8,021	1,214	9,235	70	1	224	295	4	6	60	69	364
SAN DIEGO	44	5	49	12,222	3,313	15,535	118	0	476	594	17	13	154	189	783
SAN FRANCISCO	71	18	89	21,538	9,545	31,083	163	4	676	843	74	37	490	601	1,444
SAN JOSE	29	6	35	8,635	4,865	13,500	50	0	272	322	13	40	259	312	634
SANTA ROSA	10	5	20	2,964	1,898	4,862	30	4	118	152	9	12	86	107	259
STOCKTON	12	2	14	3,112	1,401	4,513	12	0	95	107	4	6	72	82	189
COLORADO	50	9	59	11,664	3,137	14,801	75	4	550	629	28	18	173	219	848
COLORADO SPRINGS	5	1	6	1,071	322	1,393	12	0	47	59	1	0	23	24	83
DENVER	38	6	44	9,415	2,666	12,079	50	2	444	496	19	18	131	168	664
PUEBLO	7	2	9	1,178	149	1,329	13	2	59	74	8	0	19	27	101
HAWAII	32	8	40	9,521	3,611	13,132	105	1	326	432	24	29	256	309	741
HONOLULU	32	8	40	9,521	3,611	13,132	105	1	326	432	24	29	256	309	741
IDAHO	12	1	13	1,867	419	2,286	11	0	79	90	3	5	15	23	113
BOISE	12	1	13	1,867	419	2,286	11	0	79	90	3	5	15	23	113
MONTANA	26	6	26	2,763	1,028	3,793	30	0	170	200	11	6	89	106	306
GREAT FALLS	17	4	21	2,277	604	2,881	34	0	144	168	5	1	55	61	224
HELENA	3	2	5	453	419	912	6	0	26	32	6	5	34	45	77
NEW MEXICO	37	8	45	7,515	1,916	9,431	104	4	287	395	25	7	95	127	522
GALLUP	10	2	12	1,576	158	1,734	36	1	43	80	10	2	16	28	108
LAS CRUCES	6	2	8	826	16	842	12	2	40	54	1	0	5	6	60
SANTA FE	21	4	25	5,113	1,742	6,857	56	1	204	261	14	5	74	93	354
NEVADA	11	3	14	3,131	1,523	4,654	27	2	93	122	7	11	76	94	216
LAS VEGAS VICA	11	3	14	3,131	1,523	4,654	27	2	93	122	7	11	76	94	216
OKLAHOMA	27	5	32	5,210	2,358	7,568	48	0	236	284	10	13	137	160	444
OKLAHOMA CITY	16	2	18	3,764	970	3,734	33	0	119	152	7	1	60	68	220
TULSA	11	3	14	2,446	1,128	3,574	15	0	117	132	3	12	77	92	224
OREGON	53	9	62	8,853	3,474	12,327	86	0	387	473	43	28	184	255	734
BAKER	4	1	5	840	110	950	9	0	27	36	3	0	7	10	46
PORTLAND	49	8	57	8,011	3,364	11,375	77	0	360	437	40	28	177	245	682
TEXAS	242	51	293	56,964	15,553	72,517	483	17	2,667	3,167	136	108	952	1,196	4,363
AMARILLO	8	1	9	1,294	91	1,385	15	0	63	77	2	0	7	9	86
AUSTIN	16	3	19	3,223	469	3,654	29	6	217	247	5	1	42	45	292
BEAUMONT	9	1	10	1,640	514	2,160	21	0	102	143	2	0	31	33	176
BROWNSVILLE	8	2	10	2,085	530	2,615	19	0	84	103	7	6	38	51	154
CORPUS CHRISTI	20	3	23	5,222	738	5,960	68	0	202	270	11	5	32	46	316
DALLAS	32	9	44	9,568	3,006	12,574	74	1	448	523	16	18	230	264	787
EL PASO	13	4	17	3,339	1,040	4,419	14	0	147	161	12	5	51	68	229
FT WORTH	14	4	18	3,827	1,287	5,114	27	4	173	204	8	8	91	107	311
GALVESTON-HOUSTON	90	9	99	10,905	3,816	14,721	73	2	567	642	31	32	223	286	928
LUBBOCK	3	0	3	563	0	563	1	0	37	38	0	0	0	0	38
SAN ANGELO	1	1	4	651	29	676	6	0	30	36	1	0	6	7	43
SAN ANTONIO	57	14	71	14,687	4,741	18,463	141	4	578	723	44	35	201	280	1,003
UTAH	10	2	12	2,113	1,113	3,226	17	0	59	76	7	7	50	64	140
SALT LAKE CITY	10	2	12	2,113	1,113	3,226	17	0	59	76	7	7	50	64	140
WASHINGTON	82	10	92	17,879	5,913	23,792	89	0	793	882	22	20	316	358	1,240
SEATTLE	58	8	66	13,316	5,594	18,910	50	0	574	624	18	17	284	319	943
SPOKANE	17	1	18	3,159	122	3,316	27	0	158	185	3	2	17	22	207
YAKIMA	7	1	8	1,569	197	1,566	12	0	61	73	1	1	15	17	90
WYOMING	6	1	7	969	188	1,157	11	0	33	44	1	1	12	14	58
CHEYENNE	6	1	7	969	188	1,157	11	0	33	44	1	1	12	14	58
U.S. TOTAL	1,238	251	1,489	317,084	119,881	436,965	2,485	51	11,449	14,025	784	712	6,155	7,651	21,676

SUMMARY TOTALS

NUMBER SCHOOLS		NUMBER STUDENTS		FULL-TIME TEACHING STAFF ELEMENTARY		SECONDARY		TOTAL STAFF ELEM & SEC
ELEM:	7,811	ELEM:	2,061,054	SIS:	17,799	SIS:	6,934	146,594
SEC:	1,434	SEC:	760,135	MALE:	444	MALE:	4,334	
TOT:	9,245	TOT:	2,821,193	LAY:	78,458	LAY:	38,585	
				TOT:	96,741	TOT:	49,853	

Copies of this publication may be obtained by writing:

Publication Sales
National Catholic Educational Association
Suite 100, 1077 30th Street, N.W.
Washington, D.C. 20007